DOCUMENT RESUME

ED 447 637 EC 308 126

AUTHOR	Gugerty, John, Ed.; Kinutsen, Caryl, Ed.
TITLE	Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department, Lakeshore Technical College, Cleveland, WI.
INSTITUTION	Wisconsin Univ., Madison. Center on Education and Work.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	2000-08-00
NOTE	53p.; For related Wisconsin University disability documents, see EC 308 122-127. Accompanying CD-ROM not available from ERIC.
CONTRACT	H133G70073
AVAILABLE FROM	Center on Education and Work, School of Education, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson St., Madison, WI 53706-1796. Tel: 800-446-0399 (Toll Free); Fax: 608-262-3050; Web site: http://www.cew.wisc.edu/nidrr/.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Accommodations (Disabilities); Access to Education; Accessibility (for Disabled); Community Colleges; Educational Policy; Equal Education; Inservice Teacher Education; Institutional Characteristics; Language Minorities; Limited English Speaking; Policy Formation; *Professional Development; Program Design; *Severe Disabilities; *Student Personnel Services; Two Year Colleges
IDENTIFIERS	*Lakeshore Technical College WI

ABSTRACT

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. In this volume, the approach used by Lakeshore Technical College (LTC), in Cleveland, Wisconsin, is described. LTC has established a Special Needs Instructional Support Department that promotes learner independence through matching accommodations to meet students' special needs while not compromising on program competencies. It educates both students and instructors in ways to accommodate special needs and persons having English as a second language to meet educational and employment goals for both initial and retraining skills. The report discusses the mission, goals and objectives of the Special Needs Instructional Support Department, significant features of the program, key factors that make this approach effective for students with significant disabilities, evaluation results demonstrating the effectiveness of LTC's approach, staff development, and funding of the program. Characteristics that are manifested in all six of the profiled schools are also listed, and an accompanying CD-ROM describes the projects. (CR)

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Serving Students with Significant Disabilities in Two-Year Colleges

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Special Needs Instructional Support Department
Lakeshore Technical College • Cleveland, WI

EC 308126

Serving Students with Significant Disabilities in Two-Year Colleges

Special Needs Instructional Support Department

Lakeshore Technical College
Cleveland, Wisconsin

August, 2000

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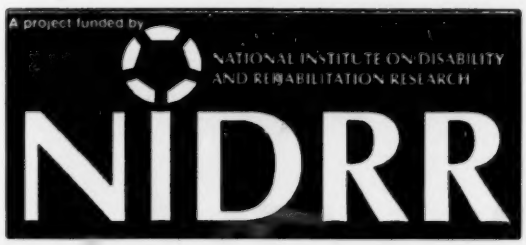

Preparation of this publication was supported by project H133G70073, funded 100 percent by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, Field Initiated Research Program for the period June 15, 1997 through August 31, 2000. Its contents do not necessarily represent the policy of the Department of Education. No endorsement by the Federal Government should be assumed.

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Lakeshore Technical College
Cleveland, Wisconsin

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Introduction

Rationale and Need for This Project

Two national trends support the value and timeliness of this project. The first is the dramatic increase in the number of postsecondary students with significant disabilities enrolled in two-year colleges over the past decade (Henderson, 1999; Horn and Berktold, 1999). The second trend is the on-going constraint posed by limited resources available to postsecondary support services providers, coupled with the more intense and more extensive academic support needs presented by students with significant disabilities. These trends necessitate that postsecondary support staff display a high degree of ingenuity and resourcefulness in order to meet the needs of students with significant disabilities. The products developed through this project are intended to provide these dedicated individuals with stimuli to their imagination and examples that they can adapt to their own settings.

Project Goal

This project's goal is to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" includes academic institutions, technical colleges, and vocational institutions.

Definition of "Individual with a Significant Disability"

This definition is very similar to the definition of "individual with a severe disability" which it replaces. It is taken from PL 105-220, the Workforce Investment Act of 1998, Title IC—Rehabilitation Act Amendments of 1998, Definitions, Section 6:

(A) In General. Except as provided in subparagraph (B) or (C), the term "individual with a significant disability" means an individual with a disability—

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

Selection Process

Nomination

A call for nominations form was circulated nationally in both print and electronic formats, and posted on the project's web page (www.cew.wisc.edu/nidrr). Ninety-eight schools from 28 states were nominated.

Application

Nominees wishing to participate completed and returned a 42-question survey. Eighteen schools from 15 states completed this step.

Application Review/Rating

Seventeen experts from different work settings (including two-year colleges, universities, teacher training programs, and advocacy organizations), specialties (including sensory disabilities, developmental disabilities, and learning disabilities), and geographic regions of the country served on the project's National Review Panel (Figure One). Their places of employment were current at the time they served on the project's National Review Panel.

The National Review Panel met on January 22-23, 1998, to evaluate each application. All participating panel members (12 of 17) were formed into three member teams and assigned a portion of the applications. During the first phase of the process, each reviewer rated his or her assigned applications individually using multiple criteria. In addition, each reviewer rated each application's overall scope and design, evidence of effectiveness, and replicability. Each reviewer also specified whether a site visit should be conducted.

After completing individual ratings of each application, reviewers carried out the second phase of the review process: small group discussions of their assigned applications. During this phase, reviewers either reaffirmed or changed their individual decisions regarding whether to conduct a site visit to a particular applicant. In the third phase of the review process, the entire National Review Panel discussed and reaffirmed their respective individual and small group decisions.

Figure One: National Review Panel

Dr. Eduardo Arangua
Madison Area Technical College
Madison WI

Dr. John Bellanti (Retired)
Mid-State Technical College
Wisconsin Rapids WI

Ms. Marcia Carlson
Facilities Access/Planning & Management
University of Wisconsin-Madison
Madison WI

Ms. Diane Coley
Division for Vocational Rehabilitation
Department of Workforce Development
Milwaukee WI

Mr. J. Trey Duffy
McBurney Disability Resource Center
University of Wisconsin-Madison
Madison WI

Ms. Elizabeth Getzel
Rehabilitation Research and Training Center
Virginia Commonwealth University
Richmond VA

Dr. Thomas Grayson
National Transition Alliance
University of Illinois
Champaign IL

Mr. Thomas Heffron
Wisconsin Technical College System Board
Madison WI

Ms. Robin Jones
Great Lakes Disability and Business Technical Assistance Center
Institute on Disability and Human Development
Chicago IL

Ms. Carol Kopp
Southwest Wisconsin Technical College
Fennimore WI

Dr. Carolyn Maddy-Bernstein
National Center for Research in Vocational Education
University of Illinois
Champaign IL

Dr. Fred Menz
Research and Training Center
University of Wisconsin-Stout
Menomonie WI

Dr. Edna Szymanski
Department of Rehabilitation Psychology and Special Education
School of Education
University of Wisconsin
Madison WI

Dr. Kelli Thuli
National School to Work Office
Washington DC

Dr. Lloyd Tindall (Retired)
Center on Education and Work
Madison WI

Mr. Raymond Truesdell
Division of Vocational Rehabilitation
WI Department of Workforce Development
Madison WI

Dr. Michael Wehmeyer
The ARC of the United States
Arlington TX

Review Panel Results

Six of eighteen applicants were selected for site reviews. Applicants not chosen for site reviews received copies of reviewers' ratings and certificates of participation.

Site Reviews

The project director and a member of the National Review Panel made two-day site visits to each of the six finalists. A different Review Panel member accompanied the project director on each trip. The site visit's purpose was to validate, enrich, and expand upon data provided in the initial application and answer questions and concerns raised during review/rating of written applications.

Site Visit Procedures

Each site received copies of reviewers' ratings as well as a copy of the Site Review Itinerary and Reviewer's Rating Summary. The latter instruments were designed by project staff to structure the site review. Each site developed a schedule using the framework outlined on the Site Review Itinerary. Specific activities were selected in order to address questions or issues described raised by the National Review Panel. The project director provided each fellow site visitor with copies of the site's written application, a summary of the site review's purpose, a description of the site reviewer's role, a procedure list, and suggested questions. Prior to each visit, the project director and his fellow site visitor reviewed that site's written application and reviewer's ratings and listed key questions/issues to explore during the site review. During the site visit, each visitor conducted observations; reviewed documents; and interviewed students, staff, agency representatives, and other key informants; and independently rated each scheduled activity using the following criteria:

"1" = observation, interview, or document review provides evidence that supports selection of site as a highly effective approach.

"2" = observation, interview, or document review did not provide evidence that supports selection of site as a highly effective approach.

"3" = evidence provided during observation, interview, or document review was inconclusive.

"4" = site reviewer did not participate in this observation, interview, or document review.

Each reviewer provided written documentation of any "2" or "3" ratings.

Finally, each site reviewer provided an overall rating by answering three questions about that site:

(i) This site visit addressed concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(ii) Data obtained during this site visit satisfied concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(iii) This site implements a highly effective approach to serving students with significant disabilities: Yes_____ No_____

All six sites featured in this project received favorable scores using the approach sketched above.

A Word About the Approaches Described Through This Project

This publication summarizes the approach used by Lakeshore Technical College, Cleveland, Wisconsin. Other publications in this series examine the approaches used by Hinds Community College, Raymond, Mississippi; Florence-Darlington Technical College, Florence, South Carolina; Longview Community College, Lee's Summit, Missouri; Milwaukee Area Technical College, Milwaukee, Wisconsin; and Springfield Technical Community College, Springfield, Massachusetts. Additional copies of all publications in this series may be downloaded at no cost from the project's web page at http://www.cew.wisc.edu/nidrr/.

It is important to note that each description captures a "moment" in the organizational life of each featured approach. All organizations, and the services they provide, are dynamic entities. Over time, policy decisions, funding fluctuations, career changes, and personal tragedies impinge on the operation of these services. A visitor to any of the schools featured through this project would recognize instantly the impact of these forces. These changes in no way alter or diminish the value of the approaches as described, nor lessen their potential for replication in other settings.

References

Henderson, C. (1999). *1999 College Freshmen with Disabilities, A Biennial Statistical Profile.* Washington, DC: American Council on Education, HEATH Resource Center.

Horn, L. and Bertold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes.* Washington, DC: US Department of Education, National Center for Education Statistics.

SPECIAL NEEDS INSTRUCTIONAL SUPPORT DEPARTMENT

Lakeshore Technical College

Lakeshore Technical College's Special Needs Instructional Support Department promotes learner independence through matching accommodations to meet students' special needs while not compromising on program competencies. The Special Needs Instructional Support Department educates both students and instructors in ways to accommodate special needs and persons having English as a second language to meet educational and employment goals for both initial and retraining skills.

Mission, Goals, and Objectives

The mission of Lakeshore Technical College's Special Needs Instructional Support Department focuses on promoting learner independence through matching accommodations to meet the student's special needs while not compromising on program competencies. The goals of the Special Needs Instructional Support Department include educating both students and instructors in ways to accommodate special needs and persons having English as a second language to meet educational and employment goals for both initial and retraining skills.

Significant Features of the Special Needs Instructional Support Department

Special needs advocacy through the Student Network Group on campus provides an informational forum for all persons to learn about disability-related issues pertaining to education and employment. The objectives of the Special Needs Instructional Support Department include:

- Informing students of their options related to career planning, class selection, accommodations for classes, and teaching generalization of educational accommodations for employment
- Utilizing technology to promote learner independence
- Providing parallel instruction to re-teach concepts or help students identify strategies to problem-solve for clarification of concepts through additional materials, other instructors, and class peers

The specific approach to parallel instruction used by Special Needs Instructional Support Department staff is known as the Designated Vocational Instructor (DVI) Model. This approach emphasizes both direct and indirect assistance for persons having special needs or English as a second language. The Special Needs instructors are welcomed into classes to learn material with the students as a way to understand the course material and provide suggestions for accommodations. Technical instructors, students, and special needs instructors work as a team to help the student reach educational goals.

Key Factors that Make LTC's Approach Effective for Students with Significant Disabilities

Key factors that make the Lakeshore Technical College Special Needs Instructional Support Department effective in working with persons having special needs (including significant disabilities) or English as a second language include administrative support, commitment from LTC instructors toward student retention and accommodations, and the special needs instructors' ongoing professional development to keep abreast of changes within the field to further promote student independence.

Additionally, the special needs instructors continually work with community agencies and the public schools to promote the technical college as a viable option for persons having special needs and/or English as a second language.

The staff members of the Special Needs Instructional Support Department are critical to the program's success. They undergo a rigorous hiring process that includes a group interview of no

fewer than four participants and a challenging set of questions (see list below in Staff section). They maintain effective, positive working relationships and receive consistent positive feedback regarding their work. Director Thomas Hilke's direct approach that aims to "eliminate roadblocks" includes an informal staff mentoring program that is just one aspect of the department's commitment to provide staff with any type of support or training needed to succeed.

Evaluation Results Demonstrating the Effectiveness of the LTC's Approach

Evaluation of the Special Needs Instructional Support Department and staff includes three main factors: student continuation to complete their educational goals, student surveys evaluating the program, and staff and instructor surveys evaluating the program and staff. See details in later sections of this publication.

Background Information

The geographical area served by Lakeshore Technical College comprises Manitowoc and Sheboygan Counties. Sixty-three percent of the total population of 190,000 live in urban areas, and 37 percent live in rural areas. The current unemployment rate is 2.5 percent, and the average annual family income is $34,000.

Faculty and Staff Characteristics

	Male		*Female*		
	Minority	Nonminority	Minority	Nonminority	Unknown
Faculty					
Employed Full-time	0	59	0	42	0
Employed Part-time	3	70	2	63	2
Total	3	129	2	105	2

Staff				
Employed Full-time	0	37	0	71
Employed Part-time	0	78	1	113
Total	0	115	1	184

Enrollment Information

The total number of students enrolled full-time during the 1998–1999 school year was 595.

	Associate Degree Programs	*Diploma Programs*	*Certificate Programs*
1998-1999 / Enrollees	1737	438	515
1997–1998 Enrollees	1289	249	144
1996–1997 Enrollees	1609	333	440
Completed their program during or following 1996–1997 school year	303	135	187

Students with Significant Disabilities Served by LTC's Special Needs Program

	Number with Disability		
Primary Disability	1996–1997	1997-1998	1998–1999
Deaf	0	2	0
Hearing impairment	3	1	22
Cognitive disability	4	1	13
Autism	0	0	0
Emotional disability	12	6	30
Learning disability	74	21	160
Visual impairment	5	0	20
Orthopedic disability	22	19	67

Multiple disability	2	2	11
Traumatic brain injury	0	2	7
Health impairment	9	6	57
Speech/language impairment	2	0	5
Not identified		3	
Total	133*	63**	392

* Of the 133 total in 1996-1997, 64 students served were also Wisconsin Division of Vocational Rehabilitation (DVR) clients.

** Of the 63 total in 1997-1998, 29 students served were also DVR clients.

Staff

Director Name: Thomas Hilke
Job Title: Dean of General Education and GOAL
Time supervising students with significant disabilities: 15%
Years in current position: 17
Years in the field: 17
Funding for this position: 75% grant funds; 25% local taxes

Name: Victoria Wiese
Position: Special Needs Instructor
Time providing services to students with significant disabilities: 100%
Years in current position: 10
Years in the field: 18
Funding for this position: 75% grant funds; 25% local taxes

Instructional Support Service Position Description

Direct Support Services (75 Percent)

- Student advocacy on campus
- Provides support services to students

- Works with instructors
- Promotes student learner independence
- Learns program curriculum
- Develops modified instructional materials and tests
- Arranges and coordinates peer tutors
- Coordinates interpreters for hearing impaired and access-assisted technology as needed
- Maintains communication with staff and agencies
- Communicates with community agencies and makes referrals to agencies, institutions, or other resources when appropriate
- Attends division meetings and/or classes to promote the program
- Communicates student progress to referring instructors or agencies
- Conducts periodic student evaluations using both informal and formal testing and/or observation
- Provides ongoing feedback to learners on their accomplishments
- Evaluates the students' progress and program progress
- Provides support services for students, counselors, instructors, and agencies
- Provides information to job placement sources regarding modification recommendations for students having special needs
- Fosters a positive working relationship among educators
- Assists in development of educational goals and objectives for students and assists in monitoring and evaluation of such
- Directs support of students within the classroom as needed
- Assists educators and modify, when necessary, educational media, materials, and equipment
- Provides program advisement as it relates to an individual's special need

Indirect Student Services (25 Percent)

External Development (10 Percent)

- Provides transition liaison networking services to include collaboration with the districts' high schools, DVR, and community agencies serving individuals having special needs
- Provides student advocacy in recruiting students having special needs and English as a second language
- Maintains contact with the Division of Vocational Rehabilitation as needed

External Services with Others (5 Percent)

- Attends special needs state-called meetings
- Participates in professional development activities
- Coordinates activities with the Wisconsin Council for Exceptional Children

Internal Development (10 Percent)

- Coordinates activities within the tech prep initiative as it relates to special populations
- Assists in providing transition liaison activities in advocating for development of designing tech prep activities to promote aware of the Wisconsin Technical College System as a viable means for students having special needs and English as a second language barriers
- Seeks ways to improve and expand instructional support department
- Participates on at least one committee on the LTC campus to promote and identify services to assist the special populations
- Is involved with the Wisconsin Council of Exceptional Children
- Coordinates with the HIP/VIP (hearing-impaired program and visually impaired program) contracts

Special Needs Instructor Position Description

Summary

Provide parallel instruction and/or instructional support to students having special needs and/or LEP students to help them succeed in courses and programs.

Direct Support Services (75 percent)

- Develop and evaluate educational goals and objectives for students
- Provide student advocacy with ongoing feedback through support services to students individually, in groups, and in their classrooms to enhance student-learner independence
- Modify, when necessary, educational media materials and equipment utilizing the program's curriculum to meet students' needs
- Diagnose and interpret students' learning needs
- Teach learning style strategies related to content material to meet students' educational needs
- Team teach with program instructors to provide direct learning strategy techniques to meet the needs of diverse populations
- Provide staff training for instructor to meet the needs of diverse populations

- Evaluate the students in selecting appropriate courses/programs in relation to challenges posed by to their disabilities and/or limited English proficiency

Indirect Student Services (25 percent)

External Development (10 percent)

- Provide transition liaison networking services to include collaboration with the district's high schools, DVR, and community agencies serving individuals having special needs
- Furnish information to job placement sources regarding modification recommendations
- Attend special needs state-called meetings and professional development activities

Internal Development (5 percent)

- Coordinate peer tutoring
- Coordinate interpreters for students with hearing impairments and provide assistance for students with visual impairments
- Access assistive technology as needed to meet students' needs

Record Keeping (10 percent)

- Collect, maintain, and report data for local and state requirements and project planning
- Maintain documentation for ongoing student/instructor evaluation

Supervisory Responsibilities

No direct supervisory responsibilities.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Education and/or Experience

Bachelor's degree (B.A.) from four-year college or university or equivalency with two years (1,520 hours) teaching experience required. Must have two years (24 months) of occupational experience outside the field of education.

Language Skills

- Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents
- Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community
- Ability to write speeches and articles for publication that conform to prescribed style and format
- Ability to present information effectively to top management, public groups, and/or boards of directors

Mathematical Skills

- Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations

Reasoning Ability

- Ability to define problems, collect data, establish facts, and draw valid conclusions
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables

Certificates, Licenses, Registrations

Designated Vocational Instructor (DVI) Training

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to communicate. The employee frequently is required to sit. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision and distance vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and is

occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, risk of electrical shock, risk of radiation, and vibration. The noise level in the work environment is usually moderate.

Interview Questions Used when Selecting Special Needs Instructors

1. Describe your education and work background and how it will assist you in this job.
2. What experiences have you had working with special needs, special education, and limited English speaking students?
3. Relate examples of program modification you have actually done with mainstream special education students, especially in vocational classes.
4. What is the primary role of a Special Needs Instructional Support instructor? What is your understanding of DVI?
5. As a Special Needs Instructor, describe your role/relationship with (1) student, (2) instructor, and (3) instructor's manager.
6. When working with special needs students, including former special education students, is it more important to provide help (support) in the classroom or outside of the classroom?
7. An instructor calls you and tells you that one of your students with LD was involved in an accident in the shop due to carelessness and not following safety procedures. This is the second incident involving this same student. What do you recommend?
8. A student is having many problems with reading/understanding course material. When you work with him, he does fine, but when on his own he fails. His performance in the shop is fair, but his lack of reading skills keeps him from working independently in that situation as well. What do you recommend?
9. An instructor says that students with LD can't make it in their program due to the technical level of the program. How do you respond?
10. How do you deal with students who are failing tests in their classes?
11. How is your role on campus different from the services provided in the Skills Development Center?
12. How do you determine the type of instructional support you provide to a student?
13. What is the difference between a tutorial approach and support instructional approach in service delivery at the postsecondary level?
14. Why did you apply for this position? How does this position fit into your career goals?
15. Salary, location, benefits, supervisor. Permission to contact references.
16. Is there anything else that you would like to add that was not covered in the previous questions?

Funding

Source of Funding	*Funding Amount 1996–1997*	*Funding Amount 1997–1998*
Vocational Educational Act	135,275	140,583

Services Provided to Students with Significant Disabilities

Outreach

Outreach efforts for persons having significant disabilities include the Public School Systems of Sheboygan and Manitowoc Counties, Division of Vocational Rehabilitation (DVR), and involvement with the Special Needs Advisory Committee consisting of professionals serving persons having special needs and/or English as a second language. Students identified by their special education teachers who may be likely candidates for attending the technical college are referred in their senior year to complete a vocational assessment through LTC's Vocational Assessment Department. The special needs instructors have met with students who completed the vocational assessment at the students' high schools to discuss attending the technical college. Additional students who have not completed the vocational assessment are also included in presentations describing LTC as an option for postsecondary education with emphasis on how to access special needs services.

Transition Night fairs are attended by the Transition/Recruitment Specialists, and Campus Preview Days include special needs instructors presentations when requested.

Over 100 high school students attended a class shadowing activity during the Spring of 1997. Class shadowing addressed the districts' transition mandates to provide career awareness, exploration, and preparation for students having special needs. Students having disabilities preselected classes to visit while the class was in session. Experiencing student life at the technical college provided a means to reinforce the students' present school efforts, and suggestions were made to assist the students in following through with their postsecondary goals.

Students completed a career interest inventory and had their results interpreted with suggestions to follow through in reaching postsecondary goals. Lunch and recreational activities including basketball, volleyball, and weight training addressed the social life available at the college and the critical transition components of recreational and life skills needed for full integration within society.

Coordination between internal resources at Lakeshore Technical College involving the Vocational Assessment Manager, Program Counselor assigned to the Adult Learning Centers, program counselors assigned on campus and the jail instructor provide reinforcement to strengthen the resources in identifying persons having significant disabilities who require intensive services to (1) view the technical college as an option, (2) receive admissions assistance, and (3) utilize accommodations and case management to maintain satisfactory educational progress. Additionally, the Enrollment Specialist makes referrals to the special needs instructors if she identifies an individual who may benefit from the special needs services for both enrollment assistance and class assistance.

Outreach efforts between the Division of Vocational Rehabilitation and LTC's Special Needs Instructional Support Department include periodic attendance at the DVR staff meetings at least one time per semester.

An LTC program counselor has contact with students at the LTC Adult Learning Centers. Adult Learning Center students may qualify for various special needs services. The guidance counselor informs students of special needs services. The jail instructor also makes referrals to the special needs instructors when her students may qualify for special needs services. Case managers, ABE/GED/HSED and English-as-a-second-language staff refer persons with disabilities or language barriers to the special needs instructors.

The Campus Skills Development Center staff refers persons to the special needs instructors when disability needs are identified. Internal resources support and complement the special needs services at Lakeshore Technical College.

Admissions Accommodations

Accommodations for admissions procedures include the *ASSET/COMPASS* Waiver Policies and accommodations provided when requested. These include but are not limited to untimed tests, tape recorded reading of the tests, calculator use, and print size adjustments. A Multidisciplinary Team Report or an Individualized Education Plan from the public schools may be used to waive the required admissions tests. Special needs instructors may review professional documentation that substantiates a disability for purposes of recommending accommodations for admissions tests or to waive the tests.

ASSET or *COMPASS* Testing Requirements and Possible Waiver Opportunities

The purpose of *ASSET* or *COMPASS* is to assess student abilities for advisement and appropriate placement into programs facilitating student success. Accommodations for the student having special needs and/or limited English-proficiency are made to provide non-biased testing for a population who may benefit from alternative teaching strategies, assistive technology, and adaptive curriculum. Persons receiving accommodations will be held to the same competency standards outlined through individual courses.

All persons requesting accommodations will be given the student handout entitled *ASSET and COMPASS Testing Requirements and Possible Waiver Opportunities* informing them of their options. It is the student's responsibility to provide the documentation for waiver eligibility. (The ASSET Waiver Form is shown in Exhibit A.)

Who Must Take the ASSET or COMPASS Test?

All incoming full- or part-time students with a program code.

Who Does Not Have To Take the ASSET or COMPASS Test?

- ACT-enhanced scores less than two years old and 18+ composite
- SAT less than two years old and a 700 composite
- *ASSET/COMPASS* less than two years old and on record in Admissions
- *Accuplacer* less than two years old and on record in Admissions
- A completed bachelor's degree
- A completed associate degree
- A completed Department of Workforce Development (DWD) registered journeyman level apprenticeship
- A completed technical diploma program that includes general education
- Successfully completed a college level English and mathematics course with a "C" or better
- Individuals having a diagnosed disability documented by an Individual Education Plan (IEP), a Multidisciplinary Report, or other professional reports (e.g., vocational assessment, DVR, counseling and/or medical reports). Academic scores for reading, writing, math, and/or intelligence scores and diagnostic summaries to be interpreted by a special needs instructor will be required for *ASSET* or *COMPASS* waiver. If a potential student self-discloses a prior history or current history of disability issues and hard-copy documentation does not exist substantiating the disability, the *ASSET* or *COMPASS* test may be given with accommodations

Admission Steps to Complete When ASSET or COMPASS Accommodations Have Not Been Requested

- Meet with the counselor for ASSET or COMPASS interpretation
- Student requests admission interview with Program Counselor (optional)
- Complete LTC application, pay fees, apply for financial aid, and register for courses
- Student invited to attend in-depth program information (optional but highly recommended)
- If the student wishes to use special needs services throughout the semester, remediation will not be required

Students Will Be Informed of ASSET/COMPASS Accommodation Availability Through the ASSET/COMPASS Program and Schedule Sent To All Persons Inquiring To Schedule ASSET/COMPASS Testing

Students requesting accommodations for *ASSET* or *COMPASS* must:

- Request accommodations prior to scheduling *ASSET* or *COMPASS* in one of the following ways:
  a. Provide professional documentation of a disability and accommodation required.
  b. Talk with Special Needs Instructor and/or Program Counselor.
- Schedule *ASSET/COMPASS* appointment, with accommodations needed, directly with Vocational Assessment (ext. 184). (A minimum of ten working days is requested to coordinate accommodations). Some accommodations may take longer than ten working days to coordinate. All requests will be documented on the *LTC Reasonable Accommodation Request Form*. The Special Needs Instructor will verify appropriate accommodations during a joint meeting between the Program Counselor, student, and Special Needs Instructor.
- Complete testing.
- Complete *ASSET* or *COMPASS* interpretation with Program Counselor.

  Appeals regarding accommodations proposed or provided by Lakeshore Technical College may be directed to the 504 Coordinator.

Upon Completion of ASSET/COMPASS or After Having the ASSET/COMPASS Waived, The Student Who Has a Diagnosed Disability Must Do ONE of the Following:

- If scores meet or exceed program requirements, enroll in the courses or program desired.

  OR
- If scores do not meet program requirements, enroll in the required developmental courses: Language Review/Writing (851-360), Language Review Reading (858-360), Modumath (854-361), or Math Proficiency (804-300 or 804-100).

  OR
- Students who are below the *ASSET/COMPASS* program requirements can enroll in an associate degree or technical diploma course. If they pass with a C or better, they have completed program acceptance requirements. The following is a list of those courses.
  - Written Communication/Writing Skills (WS)
  - Algebra/Business Math/Arithmetic-Numerical Skills (NS)
  - Psychology of Human Relations/Psychology for Life—Reading Skills (RS)

- Contemporary American Society/Challenging Issues—Reading Skills (RS)
- Economics/Economic Issues—Reading Skills (RS)

OR

- Receive instructional support services from a Special Needs Instructor.

LTC's Communication to Incoming Students about the ASSET/COMPASS Program (Excerpts)

As part of the enrollment process, LTC requires an academic assessment in the areas of writing, reading, and numerical skills (*ASSET* or *COMPASS*). This assessment will help LTC personnel provide the academic support services needed to be successful in LTC programs.

Prior to scheduling an *ASSET* or *COMPASS* appointment, we recommend completing the *ASSET/COMPASS* sample items (pretest). The correct answers are on the last page. If you miss more than half of the items in each section, it is recommended that you contact the LTC-Sheboygan Center, 607 South Water Street, or LTC-Manitowoc, 1402 Clark Street, for a review of the subject before scheduling *ASSET* or *COMPASS*. The review is free. Telephone numbers are: 693-8213, 684-4408, and 458-4183; Sheboygan Center Ext. 100; Manitowoc Center Ext. 377.

Please allow two and a half hours for the *ASSET* and *COMPASS* test. You may finish sooner but some students do require more time. The two and a half hours is an average estimate of how long it will take. (*ASSET* is timed, *COMPASS* is not.) Please call Student Services at LTC-Cleveland, Ext. 109, to reserve your test time. This testing will be at the Cleveland campus.

The assessment is not required if one of the following conditions are met, with official documentation or transcripts submitted to the Admissions Office:

- ACT-enhanced scores less than two years old and 18+ composite
- SAT less than two years old and a 700 composite
- ASSET/COMPASS less than two years old and on record in Admissions
- Accuplacer less than two years old and on record in Admissions
- A completed bachelor's degree
- A completed associate degree
- A completed Department of Workforce Development (DWD) registered journeyman level apprenticeship
- A completed technical diploma program that includes general education
- Successfully completed a college level English and mathematics course with a "C" or better
- Individuals having a diagnosed disability documented by an Individual Education Plan (IEP), a Multidisciplinary Report, or other professional reports (e.g., vocational assessment, DVR, counseling and/or medical reports). Academic scores for reading, writing, math, and/or intelligence scores and diagnostic summaries to be interpreted by a special needs instructor will be required for *ASSET* or *COMPASS* waiver. If a potential student self-

discloses a prior history or current history of disability issues and hard-copy documentation does not exist substantiating the disability, the *ASSET* or *COMPASS* test may be given with accommodations.

For all students: Calculators are allowed. Please bring your own. (Exceptions are: NO pocket organizers, hand-held or lap top computers, electronic writing pads or pen input devices, models with paper tape, models that make noise, models with a QWERTY (typewriter) keypad, models that can communicate (transfer data or information) wirelessly with other calculator models that require a power cord.

Disability Documentation Policy

Lakeshore Technical College's disability documentation policies, guidelines, and procedures include requesting the student to provide hard copy documentation from a professional certified to support an existing disability and requesting that all LTC instructors include in their syllabus notification to students that accommodations will be provided when requested and how to access the special needs instructors.

Pre-enrollment Orientation, Academic Preparation, and Support Services

Preenrollment orientation and academic preparation support services include meeting with the special needs instructor to discuss strengths and barriers related to the student's program, establishing an education plan to outline accommodations, supporting the student to self-identify to his or her individual instructors that accommodations may be requested, and referring students to the Skills Development Center to receive initial study skills training.

Students who select to take the *ASSET* or *COMPASS* meet with the Program Counselor and Special Needs Instructor to discuss the results and remediation options. A student who scores low on an *ASSET* or *COMPASS* test is not required to complete remediation prior to enrolling in a program that requires a particular score if the person elects to receive accommodations through the special needs instructors.

Enrollment Process

Enrollment accommodations are provided when requested. When it is known that a person may have a special need, a referral is made to the special needs instructor. Course selection assistance is provided, accommodations are discussed for individual classes, and instructors are consulted if

necessary prior to the first class to help determine appropriate accommodations. Completion of financial aid papers is available by appointment through the Financial Aid Department.

Who Pays for the Accommodations?

Disability-related services include but are not limited to special needs services. Assistive technology used at the student's house may be funded through the Division of Vocational Rehabilitation. Assistive technology used at LTC is funded by the college.

Career Advising and Career Planning Assistance

Please refer to the above section on outreach for LTC's approach to career planning assistance for students having disabilities. Additionally, formal and informal assessment results are used to identify interests, abilities, and learning needs.

The Curriculum-Based Vocational Assessment Model (CBVA) is used for class selection, preparation, participation, and accommodations. Formal assessment may include a review of past and present vocational assessment information, professional reports supporting diagnostic information pertaining to the individual's disability, a records review of past school and work performance, and a medical history review. Informal assessment may include observations during the intake interview, observations of the student in the technical classes, and information exchange with the technical instructor and student regarding class competencies performed in class and in the field placement. Informal assessment may include information exchange between the past special education instructor and DVR counselor or other persons who may have information regarding the student's interests, aptitudes, and learning needs.

Identification and recommendations for the student's class or program selection are made through discussing options with students. Emphasis is directed to entry level competencies and exit level skills in relationship to compatibility between strengths, barriers to overcome, and reasonable accommodations. The student has the ultimate responsibility for his or her class and program selection.

After an agreement for accommodations, the student's progress is monitored throughout the student's educational experience at LTC with ongoing revisions to the education plan as jointly decided upon by the student, technical instructor, and special needs instructor. Self-advocacy is emphasized to encourage the student to make periodic checks with the technical instructor and report to the special needs instructor regarding class progress. In some situations the student may prefer that the special needs instructor not make monitoring contacts with the technical instructor. Those wishes are respected.

Requests for Accommodations

Accommodation requests are directed to the special needs instructor who ask for hard copy documentation to substantiate the disability. In cases that may involve consultation with other professionals such as experts in visual and hearing impairments, DVR or staff from Wausau Technical College who specialize in working with the visually and/or hearing impaired may provide recommendations. A contract with Wausau Technical College provides consultation, assistive technology rentals, and advisement pertaining to accommodations.

Multidisciplinary reports, individualized education plans, vocational assessment information, and student self-reports are reviewed for accommodation recommendations. The student's preference is respected regarding accommodations. Essential competencies must be performed within the class. If field placement is required, accommodations that do not interfere or cause a risk to the student or the student's clinical site clients are allowable. If a discrepancy between the student and LTC instructors exists, the student may appeal to the Human Resource Manager and the Educational Dean. Disagreements regarding appropriate accommodations are often worked out between the student, special needs instructor, and technical instructors through ongoing dialogue to preserve the rights of the student without compromising program standards. (See Exhibit B, *Reasonable Accommodations Request Form.*)

Accommodations

Accommodations for students having significant disabilities vary depending upon the need of the student. Most common accommodations may include parallel instruction, meaning the special needs instructors reinforce the concepts presented in class through additional study techniques and helping students learn ways to maximize their class participation to further understand material. Untimed tests, oral test interpretation, use of calculators, and notetaking from either other students or the special needs instructors are other frequently requested accommodations. Meeting the technical instructors and the special needs instructors to discuss concepts for clarification is often effective. Reduction of course load to complete one- and two-year programs allows for individual student progress. Test review sessions with the special needs instructors in coordination with the technical instructors allows for adequate test preparation.

Process for Determining Reasonable Accommodations

Reasonable accommodations shall be implemented by the College for all individuals who are otherwise "qualified" individuals with disabilities as defined under the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

An interactive process with the individual will be initiated to determine the appropriate reasonable accommodation. The process will be flexible and shall involve both the employer/educator and the individual with the disability. Determinations as to a particular individual's qualifications shall be made on a case-by-case basis.

The Process for Determining Reasonable Accommodation will be initiated after an applicant, employee, student, or other individual with a disability has made a request for a reasonable accommodation that includes the following:

1. The affirmative action officer (employees/public) or the 504 coordinator (students) will consult with the individual who requested the accommodation regarding an appropriate accommodation. If agreement is reached through discussion, proceed to Step Five (5).
2. Identify barriers to equal opportunity by distinguishing between essential and nonessential job tasks and educational tasks. Identify barriers in the work environment and, with the cooperation of the individual requesting the accommodation, identify the abilities and limitations. (Use the *Position Description Analysis Form* and *Physical Qualification Requirements Checklist.*)
3. Identify possible accommodations by listening to suggestions of the individual who requested an accommodation. Consult with outside authorities or agencies such as State Vocational Rehabilitation, Job Accommodation Network, organizations of individuals with disabilities, and other employers. Use creative brainstorming by staff.
4. Assess the reasonableness of the possible accommodations identified in terms of effectiveness and equal opportunity. Include how well it accommodates the needs of the individual with a disability, how reliable it is, whether it can be made available in a timely manner, and whether it imposes an undue hardship.
5. Implement the reasonable accommodation.
6. Maintain records for reasonable accommodations made.

Accessing Accommodations for Students with Disabilities

It is the intent of Lakeshore Technical College (LTC) to fully comply with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The ADA coordinator will ensure that students with disabilities are provided with **reasonable** accommodation to ensure their successful participation in Lakeshore Technical College's educational environment. The ADA/504 coordinator and the Special Needs Instructional Support instructors will have the responsibility to determine and provide effective accommodation for prospective and enrolled students with disabilities.

Accessing Reasonable Accommodations for Current and Prospective Students (Applicants)

All applicants and students will be informed of LTC's policy to provide reasonable accommodations for persons with disabilities. This information will be disseminated to applicants by LTC. (See Exhibit C, *Sample Statement for Instructors to Issue on the First Day of Classes.*)

All applicants and students will be given equal access to college services, curricula, entrance requirements, and programs.

An applicant will not be asked whether he or she has a disability. However, any applicant who voluntarily indicates during his or her admissions process that he or she has a disability may be asked follow-up questions regarding possible accommodations or referred to the instructional support area for further assistance.

All applicants who are admitted shall be given the *LTC Reasonable Accommodation Request Form* for their use, if needed or requested (see Exhibit B).

Any student who becomes disabled during his or her enrollment or attendance at LTC may request reasonable accommodation at any time (see Exhibit B).

Eligibility for Effective Accommodation

Anyone requesting accommodation must provide LTC with specific documentation of his or her disability and fill out an *LTC Reasonable Accommodation Request Form*. Reports from medical doctors, licensed psychologists, the Division of Vocational Rehabilitation, any licensed/certified social service agency, or high school multidisciplinary team report (M-team) are acceptable. In order to ensure auxiliary aids are available to meet students' and applicants' needs, the ADA coordinator and/or the Special Needs Instructor must be contacted as soon as possible but no later than ten calendar days prior to the first day the service is needed.

Types of Reasonable Accommodations

Reasonable (effective) accommodations at LTC can include, but are not limited to, any or all of the following: barrier-free design of facilities; academic modifications (reduced course loads, additional time to complete assignments/examinations); examination auxiliary services (interpreters, notetakers, tutors, scribes, readers); and alternative test taking.

Designated faculty and staff in the Special Needs Instructional Support Department are responsible for evaluating the type and amount of accommodations required for students with disabilities. After students have been admitted/registered in classes, referrals to the Special Needs Instructional Support Department can be made by an instructor or through student self-referral. A special needs instructor will meet with the instructor and student to determine what services/accommodations will be provided until documentation is secured. All recommended accommodations are provided at no charge to the student.

Any faculty/staff/student support personnel who may be aware of students with disabilities are asked to contact the special needs instructional support instructors or the ADA/504 coordinator. This will enable instructional support staff to effectively and appropriately coordinate services/accommodations for prospective or enrolled students with disabilities attending LTC.

Confidentiality

Admission of a disability is voluntary and will be handled in a confidential manner as outlined in Section 504 of the Vocational Rehabilitation Act of 1973, Americans with Disabilities Act, and the Family Educational Rights and Privacy Act of 1974 as amended.

The Appeal Process

If a student/prospective student disagrees with a decision regarding an accommodation request, they may appeal the decision to the ADA/504 coordinator or designee within 30 calendar days using the following procedure:

- The appeal must be in writing, stating the reason for the disagreement, and submitted to the ADA/504 coordinator or designee.
- Pending the outcome of the appeal, the accommodations recommended by college staff will be available.
- The ADA/504 coordinator will reevaluate the decision, considering any additional information or statement supplied by the prospective student or student (including any additional information from medical or vocational rehabilitation experts). It is the student's responsibility to provide all necessary documentation at his or her own expense in support of his or her appeal.
- The ADA/504 coordinator may elect to use the assistance of an accommodations committee. The ADA/504 accommodations committee may consult with outside agencies in the appeal process, taking care to provide confidentiality for the student/prospective student.
- The ADA/504 accommodations committee will discuss its findings and make recommendations to the ADA/504 coordinator for appropriate action.
- The ADA/504 coordinator will make the "final appeal" decision.
- The student/prospective student will be notified of the final decision in writing within 30 calendar days after the appeal is filed.
- By filing this appeal, the student/prospective student does not give up his or her right to pursue other appeal processes within the college or through outside regulatory agencies.

Authority to Enforce Implementation of Reasonable Accommodations

Enforcement of reasonable accommodations and responsibility for enforcing the accommodations is shared between the technical instructor, special needs instructor, dean from the individual division represented, and LTC administration. The special needs instructor may represent a higher level of responsibility because of the need to work as both a student and instructor liaison. (See Exhibit D, Sample of Statement for LTC Instructors to Issue First Day of Class or as Needed for Students with Disabilities.)

Case Management Design and Procedures

Lakeshore Technical College's special needs case management includes asking students and instructors for feedback regarding class progress on an individual basis, checking grade reports through the Financial Aid Department, and ongoing communication with DVR counselors in the

form of monthly written reports and personal communication. If the student has signed a release of confidentiality regarding communication with other professionals working with the student the special needs instructor may also communicate on an as-needed basis.

Postenrollment Academic Support Services

Intensive services are provided through the special needs instructor if needed for postenrollment academic support. Strategies to assist the special needs instructor include paid peer tutors. Monitoring is handled both formally and informally through progress reports to DVR counselors.

Student confidential files are maintained in the special needs instructor's office. The relationship between the student, technical instructor and special needs instructor provides for frequent contact regarding the effectiveness of accommodations. Often students may have contact with the special needs instructor on a weekly basis or more if needed.

Nonacademic Support Services

Nonacademic support may be determined jointly between the special needs instructor and student. Through frequent contact with the special needs instructor, needs such as transportation and personal counseling may be determined as situations arise.

Personal counseling may be referred to either the program counselor for short-term needs or to outside community agencies if more in-depth personal counseling is needed. Often daily coping skills related to the student's disability may be incorporated through practice and exposure to various self-advocacy and learning skill techniques. The student is presented with various options and has the responsibility to decide what resource may meet his or her needs. The rapport established between the special needs instructor and students allows the special needs instructor an opportunity to address many issues that affect the student's academic success.

Student Appeal/Grievance Policies and Procedures for Handling Accommodations Disputes and/or Complaints of Discrimination

Disputes regarding accommodations are most often solved between the student, technical instructor, and special needs instructor through discussions. If additional mediation is needed, the program counselor, dean from the respective division and the General Education/Special Needs Dean may be involved. The student appeal process may be implemented through the Affirmative Action Officer should disagreements regarding accommodations not be solved through the

previously mentioned interventions. The Administrator of Education may also become involved to mediate accommodation disputes.

Complaint Procedure

The Human Resources Manager/Affirmative Action Officer is responsible for administering the complaint procedure and to take prompt and remedial action, if necessary, to ensure appropriate behavior in the work and academic environments. Actions may include advisement, investigative procedures, observation, sensitivity training, disciplinary action up to and including termination or expulsion, reporting criminal activity, referral to the Employee Assistance Program or community help agency, and/or specific counseling for behavior modification.

Confidentiality is critical to the complaint process and will be maintained to the extent of the law. All persons involved in the complaint—complainant, person(s) alleged to have committed the act(s), witnesses, and others as deemed necessary—shall maintain confidentiality and not discuss any part of the investigation, findings, and any actions taken. Discipline may be applicable for breach of confidentiality and libel and slander could become issues.

The complaint procedure involves five procedural steps: (1) complaint intake, (2) complaint investigation, (3) review and findings, (4) complaint resolution, and (5) appeal.

Complaint Intake

- Complainant contacts the Affirmative Action Officer who conducts and completes the intake process:
  - Completes the *Complaint Incident Intake Form* while talking with complainant.
  - Discusses applicable policies, procedures, employee rights (internal and external), retaliation, confidentiality, and provides complainant with a copy of each.
  - Explains how to complete the complaint form and give complainant a copy.
  - Asks the complainant what he or she expects as an outcome of filing the internal complaint.
  - Advises the complainant how to proceed and who should receive the completed complaint form and by what date.
  - The Affirmative Action Officer will determine whether to move to the next step—investigation process—or forward the complaint to the appropriate person.

Complaint Investigation

- The Affirmative Action Office creates a complaint/investigation file and starts a chronology of events document which lists (tracks) all contacts and activities relative to the complaint.
- The investigation begins within 15 days of receipt of the complaint and concludes within 60 days of receipt.
- The Affirmative Action Officer is responsible for conducting an impartial investigation and will involve only those crucial to the investigation.

- The complaint is reviewed and an investigative strategy/plan is developed that includes who, what, why, how, when, and where.
- The Affirmative Action Officer advises the union employee(s) who are alleged to have committed the act about the process and what is required. The union employee(s) are advised of their right to union representation if disciplinary action could result from the investigation. However, the union representative does not have the right to interfere with the investigation.

Review and Findings

- Review and analyze all information collected from the investigation.
- Sort fact from fiction.
- Evaluate facts, seriousness/severity of incident(s), frequency, discipline policy, rules and regulations, and the labor agreement.
- Review and summarize the findings and develop actions to be taken, if warranted.
- Review results of the investigation with the appropriate administrator and president of the College, and legal counsel if necessary.

Complaint Resolution

- Prepare a written document that either dismisses the complaint or validates facts that substantiate the allegation(s) and includes actions to be taken to correct/resolve the problem.
- Deliver the written document to the complainant and person(s) alleged to have committed the act (certified mail, receipt required is acceptable if document cannot be hand delivered), within 15 days of conclusion of the investigation.
- Notify the union if disciplinary action will be taken against a union employee.
- If disciplinary action or termination is required, place appropriate documentation in employee(s) file(s).
- Close the complaint record.

Appeal

- If the complainant is not satisfied with the decision, the complainant may appeal the decision to the president of the College within seven days of the receipt of the written document.
- The request for an appeal must be in writing and state in detail why the findings are contested. Included will be copies of any documents that will substantiate or clarify the appeal request.
- The president will consider the request within 15 days of receipt of the appeal.
- The president's decision is final and there shall be no further appeal of the matter.

- The complainant, if not satisfied with the president's decision, will be advised about their due process rights and external agency procedure.
- All materials relative to the appeal process will be placed in the original complaint file and kept confidential.

Transition Services

Transition services after students complete Lakeshore Technical College training may include referral to the DVR agency or the Lake Michigan Private Industry Council for assistance with job placement. LTC Job Placement services are available for all students.

Collaboration with Vocational Rehabilitation Services and Other Adult Service Agencies

The cooperative and collaborative efforts between Lakeshore Technical College and the Division of Vocational Rehabilitation include mutual referrals to students or clients who may benefit from the LTC special needs services or the DVR services. A representative from DVR is on the LTC Special Needs Advisory Committee that fosters ongoing input from the DVR agency to meet the needs of students with significant disabilities. An example of the collaboration between LTC and DVR involved the projected three-year equipment needs for the Special Needs Instructional Support Department. DVR was asked for input regarding purchase of an Omni 1000 and an Omni 3000. The DVR counselors supported Lakeshore Technical College's purchase to meet the needs of clients from the Lakeshore District.

The cooperative and collaborative efforts between Lakeshore Technical College and other adult service providers, such as Human Services, Probation and Parole, Sheboygan Literacy Council, Holiday House, and Rehabilitation Center, are addressed through Transition Fair participation, CESA, Transition Grant participation involving LTC and those agencies, and LTC staff representation on the Literacy Council Board. The jail instructor serves on a committee for the Sheboygan County Probation and Parole that supports the visibility of LTC accommodating persons having disabilities.

Partnerships with Business and Industry

Business partnerships with LTC have not been separately established for students having significant disabilities. Considering the collaboration with DVR; LTC job placement services for students having significant disabilities may be considered duplication of efforts.

Follow-up Procedures

LTC instructors who have worked with the special needs staff are surveyed every other year to determine strengths and areas for improvement. Through Institutional Effectiveness, all students complete an evaluation of Lakeshore Technical College upon graduation and if they drop out from LTC prior to completing their educational goals.

Staff Development

Within the past two years staff development efforts that focused on working with students having significant disabilities included special needs instructor Vicki Wiese teaching a certification class about special needs issues for instructors at LTC. Staff development efforts take place on an informal daily basis through the special needs instructors' contact with instructors. Additionally, the Student Network group initiated in the fall of 1996 by Vicki Wiese allows an opportunity for all students and staff to learn more about special needs issues related to education and employment.

Evaluating the Performance of Students with Significant Disabilities

During the 1996–1997 school year, 86 percent of the students met their goals and continued their postsecondary education at LTC. Fourteen percent of the students were unsuccessful in reaching their goals and terminated their LTC training.

Program Breakdown of Students in Special Needs Instructional Support 1998-1999

Program	*Total Number of Students*
Accounting	7
Administrative Assistant	2
Auto Body and Paint Technician	4
Automotive Maintenance Technician	4
Child Care	8
Computer Information Systems-Programmer/Analyst	6
Computer Information Systems-Microcomputer	5
Dairy Herd	1
Desktop Publishing	1
Electronic Servicing	2
EMT-B	2
Fire Science	1
GOAL	3
General Education Courses	2
Graphics	1
Industrial Maintenance	5
Machine Tool Operation	3
Marketing	9
Materials Management	7
Medical Assistant	2
Nursing-Associate Degree	7
Office Assistant	10
Paralegal	1
Paramedic	1
Pharmacy Technician	1
Police Science	5
Welding	1
Transition Services	5
Total Program Students	106

Program Evaluation

Program evaluation is used by the Special Needs Instructors and Dean of General Education/GOAL to maintain services viewed by students and instructors as positive and to develop a plan for continued improvement. The Special Needs Instructor is evaluated through the *Instructional Support Services Survey for Instructors* and the *Instructional Support Services Evaluation Form* (see Exhibits E and F). Additionally, a survey of parents, potential students, or current students is completed during Transition Night activities and the class shadowing activity to identify perceived barriers viewed to enrollment at Lakeshore Technical College (see Exhibit G).

Future Plans

Lakeshore Technical College's plans regarding possible changes in the types and extent of services to students with disabilities include the use of paid peer tutors and intensifying high school transition services made available through the Transition Grant. It is believed the paid peer tutors will complement the special needs services by allowing more intensive help to students. Requests for assistance with coursework dealing with multiple programs offered during multiple times and sites is difficult for two staff persons. Trained and supervised peer tutors will allow more services for students without reducing the quality of services appreciated by students and staff. More staff time provided at the area high schools will further promote the technical college as a viable option for persons having disabilities and assist in providing transition services in the area of career awareness, exploration, preparation, and transition to the postsecondary setting and/or the world of work. Students' interests, abilities, and preferences for education and employment options will be enhanced through increased work with the district high school staff. Assistive technology is another continued priority because the technology fosters independence and self-actualization by providing accommodations when other methods are not effective.

The Special Needs Instructional Support Department has been reduced by one full-time special needs instructor and reorganized to delegate high school recruitment of students having disabilities to the Student Service Division under the Transition and Recruitment Specialists. One part-time person covers the Sheboygan district. A part-time peer tutor coordinator has been hired to further assist the special needs and general student population. The Transition/Recruitment Specialists provide general information about special needs serviced to district high schools and refer specific accommodation questions to the special needs instructor. The Transition/Recruitment Specialists allow the special needs instructor to concentrate services for students who are enrolled or are showing high potential for enrollment into LTC classes or programs.

The Peer Tutoring Program has been successful in addressing the direct tutoring for technical classes for all students. As of March 2000 the following statistics were noted: 66 requests for a tutor

(44 of those requests were made by different students.) Thirty-nine special population students were served. Thirty-one tutors were hired. Seventy persons were involved in the program as a student or tutor. Fifty-four peer/tutor matches were made. Students who have disabilities may work with a peer tutor in addition to receiving services from the special needs instructor.

Exhibit A
ASSET Waiver

Student Name_____ Date_____

Social Security Number_____

Waiver of ASSET testing based on:_____

_____IEP Team results dated:

_____On file in Records Center

_____On file in Instructional Support Services (ISS)

_____Vocational Evaluation dated:_____

_____On file in Records Center

_____On file in ISS

_____Test results on Test Master File

_____Recommendation of high school teacher/counselor (and student registers for ISS services)

_____No records on file

_____Records available

_____Student reports qualifying for and registers for ISS

_____Other pertinent written records/information

_____Degreed: B.S./B.A./A.A.S. only

_____ACT scores—composite of 18+ (less than two years old).

_____SAT scores—composite of 408+ (less than two years old).

If appropriate, individuals qualifying for waiver of ASSET should have a Handicapped Student Information Report (FA 15) on file.

_____

Authorizing Signature

Please route to Records Center.

Exhibit B
LTC Reasonable Accommodation Request Form

Please check one:

_____Prospective Student Requestor _____Student Requestor _____Employee Requestor

Name: _____

Address: _____

_____

Telephone: _____

Campus Location of Person Submitting Request: _____

_____

Need for Accommodation: _____

_____

_____

Date: _____

Requestor's Suggested Accommodation: _____

_____

_____

Documentation of Disability: (please attach) LTC's Accommodation Plan:

_____

_____

Please Sign and Date One Statement Only!

___ I concur with the proposed accommodation.

_____
Student/Employee Signature

Date_____

_____
ADA/504 Coordinator or Designee

___I wish to appeal the committee's proposal.

_____
Student/Employee Signature

Date_____

_____
ADA/504 Coordinator or Designee

For Office Use Only

_____
Request Received By:

Date_____

_____
Accommodation Approved:

Date_____

Exhibit C
Memo to Lakeshore Technical College Instructors and Deans

TO: Lakeshore Technical College Instructors and Deans

FROM: Vicki Wiese, Special Needs Instructor

SUBJECT: Student Accommodation Notification

Our admissions policy has changed to be in compliance with Affirmative Action Laws. We may not ask persons if they have a special need prior to program or course admissions. It is our responsibility to inform students of their rights to request special accommodations under both section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). The LTC Board has approved our accommodation process.

It is the student's responsibility to inform you as an instructor of a request for accommodations related to a disability. It is strongly suggested that you incorporate the following statement into your course syllabus and discuss the accommodation issue with your students. By following the recommended procedures you will help ensure that both LTC and you are in compliance with the federal procedures. After the student is informed of our special needs services and LTC's availability to make accommodations, the student is responsible for:

1. proving that a disability exists; and
2. formally requesting accommodations to meet program and course requirements.

Section 504 and ADA do not require you to change course competencies; however, methods of instruction and student evaluation may be changed to eliminate discrimination based upon an alternative method of instructional delivery and/or alternative student performance to demonstrate a course competency.

Please contact me if you have questions about the accommodation process. I am able to meet with you, your classes, and/or attend a division meeting to provide clarification. Thank you for your continued support in providing and ensuring accessible education at LTC.

Exhibit D
Sample of Statement for LTC Instructors
to Issue First Day of Class or as Needed
for Students with Disabilities

"If you feel you may need an accommodation or special services for this class, please see Vicki Wiese in Special Needs Instructional Support Department located in the General Education Office."

Vicki Wiese, Special Needs Instructional Support Department
(920) 458-4183 or (920) 684-4408
Extension 160

TTY (920) 693-8956

Exhibit E
Instructional Support Services
Survey for Instructors

Please take a few minutes to answer the following questions regarding Instructional Support Services.

1. What have been your experiences in having students with special needs in your classes?

2. What benefits have you and/or your students received from the special needs instructor working with your students?

3. What services do you like that you receive from the special needs staff?

4. What services would you like to have from the special needs instructor that currently are not in place?

Exhibit F
Instructional Support Services
Evaluation Form

1. Do you feel your special needs instructor understands your disability and is able to make appropriate recommendations?
   Yes No

2. What did your special needs instructor do to help make you an independent learner? Explain.

3. Circle the types of support services provided for you this past semester or previous semesters.
   a. Test preparation
   b. Learning strategy methods
   c. Consultation with your instructors describing how you learn best or accommodations required for learning and/or test taking
   d. Taped textbooks
   e. Assistive hearing or visual devices
   f. Consultation with your LTC or DVR counselor or other counselors
   g. Study group
   h. Peer tutoring
   i. Individual assistance
   j. Referrals to LTC staff
   k. Referrals to outside agencies
   l. Other: _____

4. What services from Question No. 3 did you like the most about instructional support services?

5. Was your special needs instructor available to meet with you when you needed to meet?
   Yes No

6. What is the longest period of time you had to wait to schedule an appointment and see the special needs instructor?

7. Were appointment times compatible with your times available?
   Yes No
   If no, when did you want to meet?

8. What suggestions do you have to improve the Special Needs Instructional Support Department?

9. Other comments: _____

Exhibit G
Parent, Potential Students, and Current Student Survey

The following survey was developed for identifying ways to meet the needs of persons having special needs. We want to know your concerns in considering LTC for your employment training. If you are a current LTC student, we want to know if our special needs services were made available to you before enrolling in LTC classes. Did the special needs services help you?

Please answer the highlighted section of this survey. If you are a current LTC student and have a son or daughter who may attend LTC you may additionally answer the parent section.

Thank you for your time!

Vicki Wiese, Special Needs Instructor

Parents

1. Do you believe your son's or daughter's special needs can be accommodated at Lakeshore Technical College?

   Yes No

   Comments

2. Do you participate in your high school student's Individual Education Plan (IEP) postsecondary transition goal planning?

   Yes No

   Comments

3. Please list you concerns regarding your high school student attending LTC.

   A.

   B.

   C.

Potential Students

4. Do you believe your special needs can be accommodated at Lakeshore Technical College?

   Yes No

   Comments

5. Do you participate in your high school Individual Education Plan (IEP) postsecondary transition goal planning?

   Yes No

   Comments

6. Please list your concerns regarding your attending LTC.
   A.

   B.

   C.

7. How may we assist you in enrolling in a program or course at Lakeshore Technical College?

Current Students

8. Did you know about special needs services at Lakeshore Technical College before you enrolled in a program or course at LTC?

   Yes No

   Comments

9. If you knew about special needs services prior to enrolling in LTC please describe how you learned about the services.

10. Please list your concerns you had while thinking about taking LTC courses.

    A.

    B.

    C.

11. Did you know that you could ask for accommodations with your coursework because of a disability?

    Yes No

    Comments

12. How may we continue to assist you with your LTC education?

Characteristics Manifest in All Six Approaches Featured Through This Project

As part of the selection process, project staff and members of the National Review Panel systematically and extensively reviewed and analyzed documents, conducted on-site observations, and interviewed local staff, current and former students, agency representatives, and local employers from all six sites selected through this project. This review revealed that several staff and organizational characteristics were similar in each of these two-year colleges. This chapter summarizes these similarities.

Staff Characteristics

In spite of the wide range of educational backgrounds, temperaments, and life experiences possessed by support services staff in each site featured through this project, these individuals manifest strikingly similar characteristics. These professionals:

- Exhibit high energy that they use to go the extra mile
- Demonstrate a commitment to excellence
- Display a strong curiosity to learn new approaches
- Take concrete actions to develop own and others' skills
- Conduct an aggressive, ongoing search for resources
- Enact a student-focused philosophy of empowerment and inclusion
- Use a highly organized approach to their work
- Display creativity and imagination in the accommodations and services implemented, in their time management, and in their efforts to "work the system"
- Possess the personal flexibility to respond to surprises and crises effectively and gracefully
- Work effectively and comfortably in teams
- Communicate critical information frequently, effectively, and in a timely manner
- Exhibit leadership, charisma, and gentle persuasion needed to enlist others in the cause
- Evince calm persistence toward valued goals

Organizational Characteristics

As with the staff, the organizations featured through this project also differ markedly in size and structure, but evince striking similarities. Among those are the following:

- Administrative support is strong and public
- Front line staff have decision making power on key service delivery variables
- Bureaucratic constraints are minimal
- Available resources are focused and used in highly effective ways

- A strong philosophy of inclusion is evident
- Students receive timely and effective support within an empowerment framework
- Academic and vocational teachers also receive timely and effective support within an empowerment framework
- A strong, sustained team approach governs provision of services
- Students are viewed as "ours," not "mine and yours"
- Strong interagency collaboration is established and sustained

Program Development: Getting "From Here to There"

Effective strategies to help two-year colleges get from "here" to 'there" include selection and support of highly qualified staff who demonstrate many, if not all, of the characteristics sketched above, and sustained application of organizational factors outlined above that empower those staff to serve students in highly effective ways. The approaches featured through this project provide educators and advocates with ideas to stimulate their imagination and serve as a base from which to develop even more effective support services for individuals with significant disabilities.

Access to Electronic Copies of Publications Produced Through This Project

To facilitate the availability of this information, the reader may download additional copies of all publications in this series from the project's web page at http://www.cew.wisc.edu/nidrr/.
These publications include:

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department—Lakeshore Technical Community College, Cleveland, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). *Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing Program—Hinds Community College, Raymond, Mississippi,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Program Accessibility Committee—Florence-Darlington Technical College, Florence, South Carolina,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program—Longview Community College, Lee's Summit, Missouri,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs—Milwaukee Area Technical College, Milwaukee, Wisconsin,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Office of Disability Services—Springfield Technical Community College, Springfield, Massachusetts,* Madison, WI: Center on Education and Work.

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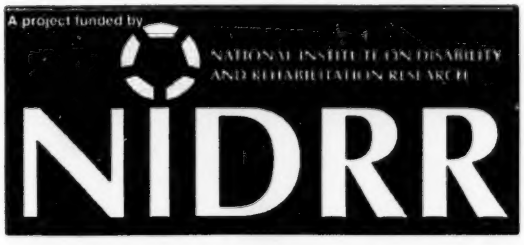
Funding Source/Duration

Preparation of this publication was supported by project H133G70073, funded 100 percent by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research Field Initiated Research Program for the period June 15, 1997, through August 31, 2000. Its contents do not necessarily represent the policy of the Department of Education. No endorsement by the Federal Government should be assumed.



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